



JCS
PINE VALLEY

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

JCS-Pine Valley is considered modified home study, in which students have the option to either attend our academy 3 days/week with homeschool 2 days/week or be fully enrolled in home study. As such, the transition to fully working at home is not as challenging for us to address. As we learned from our school closure last spring though, other factors played into how well our families could manage learning from home. Because our school is located in rural parts of San Diego County some of our students face challenges with access to reliable internet. Family members have lost jobs, and some families have moved back and forth over the border into Mexico to be with extended family. Our community is close knit and the need for mental health resources is still great, along with the need for school nutrition. Our parents appreciate a lot of communication by phone. The constant unknown and changing information has caused additional stress. On the other hand, our communities have been largely unaffected by the actual pandemic itself, with very few cases of COVID. Due to the extremely small class sizes we have and the low number of infections, we feel we are capable of opening school with a variety of program options for student choice including in-person classes, Zooming, and home study.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

At the end of the 19-20 school year, parents were surveyed online and by phone to gather feedback about the spring semester. The purpose of this survey was to determine how the learning experience had been in our emergency shutdown.

JCS-Pine Valley continues to call families weekly with talking points. A form is completed with an area for stakeholder feedback. Two family surveys have been sent out about current needs/concerns, and school re-opening. Our Spanish teacher has been calling each family where the parent primarily speaks Spanish. This has been a huge blessing as much of the COVID-19 detail has specific or unique vocabulary. We use Facebook, Parent Square, Canvas, and email groups to share information.

During the first two weeks of school (August 17-26) we held 8 different Zoom meetings to gather parent feedback on our Learning Continuity and Attendance Plans for JCS-Pine Valley and our sister schools. Families without internet had the option to participate by phone. Six of the meetings were held in the evening and were open to parents, students and staff with nightly reminders sent out via email that included the Learning CAP draft. An additional meeting was set aside during work hours for staff only to ensure hourly staff could participate. An 8th meeting was set for parents of students with special needs. While parents, students and staff were welcomed to attend any of the six meetings that worked for them, each meeting had one principal from each school. At the meeting with the JCS-Pine Valley director we had about 15 parents participate. Approximately 2-3 other parents attended meetings on other nights.

Our school's English learner population is 1.1%. We know each family intimately and have determined that we are able to communicate to our families in English only. We also know that access to internet is not an issue for the vast majority of our families as we regularly use internet and devices to work with families virtually on home study days. Thus we feel comfortable that an online survey and Zoom are the best ways to gather feedback. We chose to hold our Zoom meetings in the late afternoon and evenings to accommodate our parents' work schedules as we haven't had as much parent engagement in the past (e.g. school site council) when meetings are held during school hours.

[A description of the options provided for remote participation in public meetings and public hearings.]

During our Learning CAP feedback meetings parents were encouraged to join our September Board meeting at which the plan will be addressed. A copy of the draft will be made available on our website in both English and Spanish prior to the board meeting and stakeholders will be notified via email of the document and the board meeting. The meeting will be held via Zoom as needed per the current safety requirements, but we always have a Zoom meeting open for anyone to participate virtually. For families and community members who have limited access to internet we have Zoom satellite meetings available at each of our sites. JCS-Pine Valley's Board Meetings have been available through Zoom since August 2019. The public can join real time in these meetings through a link on our website <http://www.jcs-inc.org/>. All meetings are recorded and available on our website. Our end of year School Site Council meetings were and held via Zoom and will continue to be held via Zoom this year. These are also recorded.

[A summary of the feedback provided by specific stakeholder groups.]

Our weekly phone calls prove valuable as we started school without in person instruction. May 2020, a parent survey was sent out to gather stakeholder feedback. Only 11 parents responded to the survey, but some responded via email. In June 2020 we sent out a parent survey questionnaire about re-opening school and COVID-19 concerns. We had 12 parents respond. Although the number of responses were low, I

feel it is a good representation of our families views. 84% of the families wanted school to resume as soon as possible. Some families did express concerns about wearing masks. A few parents said their child had asthma. One family would like home study due to parent illness. 92% were comfortable with social distancing and temperature taking. Our teacher survey in August resulted in teachers ready to return to classrooms with our cohorts of 10 students per grade level on campus 2 days per week. Some families felt there was too much work. There was concern in knowing exactly what to do for some classes, especially for families without internet access. This was addressed in April and continued to improve.

Below is a summary of the feedback received from our August Zoom meetings:

FEEDBACK FROM PARENTS OF STUDENTS WITH IEPs: Our parents feel that in addition to continuing support virtually with special education teachers and aides, some students need to be seen in person even while school is virtual.

FEEDBACK FROM ACADEMY PARENTS: Parents would like the option to remain virtual when we open in person if they do not feel it is safe to return. Parents reported that they want to make sure they know how to monitor their student's progress and track whether assignments are being completed.

FEEDBACK FROM HOME STUDY PARENTS: Our families would like to know how field trips will be handled once we're able to be in person and whether masks will be required for home study meetings that will be held in person.

FEEDBACK FROM STAFF: Suggestions were made to offer learning opportunities outside as much as possible and buy better filters for the facilities. Staff asked if we can limit websites students can access, for student safety. Teachers would like to see resources put together to support students at home. Topics include accommodations for virtual learning (students with unique needs), community resources for family access (e.g. food available in addition to school meal program, mental health hotline for parents/students to access), lists of online virtual field trips and other fun online activities to connect with students socially, and video tutorials for parents on how to use our online tools. Staff almost recommended using "exit ticket" activities for both students and parents to monitor student participation and family engagement.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder feedback directly influenced our virtual learning plan, our in-person instructional offerings, our special education service delivery model, our plan for access to technology and devices, and our plan to provide mental health and social/emotional well being resources. The following actions have been or are being addressed in this plan as a direct result of stakeholder feedback:

1. As determined by need, SPED services will have the option to be provided in person, following all safety guidelines per CDE and CDC, even while we are virtual.
2. Families who wish to remain virtual once we are able to open up in person will have the option to remain virtual.
3. To add to our COVID-19 resources available to parents on our website (<https://www.jcs-inc.org/covid-resources/>), we'll include a technology troubleshooting guide for families experiencing connectivity issues due to having many students on Zoom at home, community mental health resources, access to food beyond our free meal program.
4. Physical barriers and social distancing measures (i.e. visual markers) have been implemented to safely resume to instruction in person.

5. Masks, face shields, cleaning supplies and a touchless thermometer have all been purchased or supplied.
6. We've created a folder in our Knowledge Base for staff to access with resources they need to support students (e.g. accommodations, best practices for virtual learning - like frequent breaks to reduce eye strain, online field trips). We'll continue to add to this folder and will encourage collaboration amongst staff. This is in addition to a COVID 19 folder that had previously been created for staff related to health and safety.
7. During Phase 2 of reopening, academy students will attend two days/week and have Zoom tutoring and support with teachers on the days working at home.
8. We will continue our weekly packets for those who desire printed materials. Our drop-off/pick-up box will be available 24/7 for families who can't come by during office hours. We will print assignment notes for those without internet access.
9. We have created a block schedule to help families with the load of work and the difficulty of many teachers/classes to handle at once.
10. We have limited class sizes (10 per grade), staggered arrival/dismissal times, staggered lunch, and limited interaction with other grade levels to manage social distancing.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Although in-person learning is not required pursuant to the charter petition, JCS-Pine Valley recognizes the need and value of providing regular instruction and will take these actions to provide classroom-based instruction for our academy students whenever it is safe and practically possible by:

ACADEMY

Phase 2: Limit classes to 10 students per grade level with each grade level on campus 2 days/week. These days are in a row whenever possible with a cleaning day in between. Students will not change buildings. Lunch schedules are staggered. This has drastically limited the number of people exposed to an outbreak of any kind. We have implemented a block schedule where students take two core subjects/semester. Cohorts of two teachers will follow the student schedule to provide support on the days at home.

Phase 3: Students will return to their classroom on all normally scheduled days with all students.

In both phases 2 and 3 all the following will apply:

- Special education services will be provided following state guidelines.

- Temperatures are taken upon arrival. Persons with symptoms or temperature above 100 will be sent home. Protocols will be followed.
- Safety signs are posted including: distance, washing hands, wearing face coverings, symptoms, etc...
- Hands-free paper towel dispensers, trashcans, and sanitizing stations are in place.
- Plexiglass shields are in place in the office and teacher desk areas.
- Small group tutoring and instruction with both aides and teachers, individual tutoring sessions based on student need.
- Social/emotional learning will continue to be integrated into the program following the guidelines outlined in the Mental Health and Social/Emotional Learning section below.

HOME STUDY

Home study students will be able to attend enrichment classes on Fridays once we return to campus following the same guidelines for academies. Field trips will be scheduled based on the guidelines set forth by the businesses providing the field trips. Home study meetings that occur in person will follow the same guidelines for safety set forth by the CDE and CDC (masks, social distancing, etc.). Families may choose to Zoom with their Educational Facilitator (EF) even when in person meetings are an option.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Limit class sizes to 10 students/grade level. Days on site are 2 days/week per grade level.	0.00	No
Implement block schedule with two core subjects/semester.	0.00	No
Establish cohorts with two teachers/cohort to support students on home study days.	0.00	No
Provide small group and individual tutoring based on student need. Aides are providing small group instruction 4 hours per week.	2,000.00	Yes
Implement protocols to maintain clean and safe environment, including sanitizing stations, temperature checks and use of plexiglass shields.	0.00	No
Purchased hands free sanitizing stations for all classrooms.	1,100.00	No

Description	Total Funds	Contributing
Purchased forehead temperature reading thermometers purchase for each classroom.	250.00	No
Purchased plexiglass shields for office, student aide stations, and teacher stations.	3,100.00	No
PPE purchased includes face shields for students and staff, disposable masks for any staff/student who show up without a face covering, approved sanitizing solution for a 6 month supply, wipes, spray, and additional PPE is still coming from the state.	1,600.00	No
Hands Free Paper Towel Dispensers	175.00	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

JCS-Pine Valley academy students will be given the same curriculum throughout the school regardless of onsite or virtual learning. We will maintain rigorous expectations according to standards and rubrics whether in person or virtual. Hard copies of assignments will be provided for families who do not have a printer or have limited access to internet connectivity or just require additional assistance navigating the online portion of schooling. Teachers will provide consistent delivery of assignments using Canvas. Virtual office hours and regular periods for student support will be provided by all teachers along with regular virtual meetings and communication from teachers to parents. Additionally teachers will be available by email, text and phone. When returning to in-person learning families who are not comfortable returning to the site may continue with virtual learning using Zoom and have the opportunity to submit assignments digitally or drop them off at school. We will continue to limit our grade level class sizes to 10 students per grade level with two teachers following a cohort. Social and Emotional

Learning curriculum will continue to be integrated into class lessons, whether in person or virtual, as outlined below in the Mental Health & Social/Emotional Well-being section.

JCS-Pine Valley home study program is not significantly impacted by the transition between virtual and in person offerings since home study students primarily receive instruction at home with their parents, thus we do not expect continuity will be an area of concern. Field trips and educational enrichment courses will remain virtual so long as our school remains virtual. Once it has been deemed safe for schools to open students will be allowed to participate in educational enrichment courses with partners who follow the same guidelines our school is subject to for the health and safety of our students. Field trips will be selected and offered to students following the same guidelines. We will continue to use the practices we have always maintained for monitoring pupil participation and engagement to determine if home study is an appropriate learning environment for students. However, after recently learning that non-classroom based schools (like JCS-Pine Valley) would be required to meet the same expectations as classroom based schools for daily interactions, our EFs have begun communicating with their homestudy families daily via email, ParentSquare, Zoom or phone.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Prior to the COVID-19 shutdown JCS-Pine Valley had Chromebooks available for all students. They have been made available to all academy students to facilitate virtual learning. Home study families are also able to check out Chromebooks as needed for MAP testing and school use. Internet will be provided for students with economic needs. We're also looking into options for connectivity for families in our most rural areas who have no cell service. (e.g. T-Mobile has an extender that we are looking into.) We will allow students without home internet to sign up for time on campus. Internet is available from the parking lot and outdoor picnic tables for students in a family group who sign up in advance, one family at a time. Families have always had access to our "help ticket" program for any technology issues. Based on parent feedback we're also developing a technology trouble shooting guide to help parents struggling with connectivity. Noise cancelling headphones will also be made available for any student who wants them. Hot spots are being purchased for students where that would solve a connectivity issue.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

JCS-Pine Valley Academy program will have the same schedule whether distance learning or on site. Teachers will either be in person or live via Zoom. They will also record the sessions for anyone needing it at a later time or additional viewings. Attendance will be recorded. Quizzes or checks for learning and engagement will be given to monitor the engagement of students who participated at a later time. Assessment will vary from verbal interaction, written documents, shared Google docs and student presentations. Both formative and summative assessment will continue. Grades and progress can also be monitored by parents, students, and teachers through our LMS, Canvas.

Home Study students will continue to have daily access to their teachers as they always have by phone and email, as well as Zoom.

Student work will be submitted either through Canvas, Google Drive, School Pathways, or in person. Since JCS-Pine Valley is a nonclassroom based charter school, attendance for all school programs will continue to be based on work completion, per state guidelines, with a minimum of 80% work completed as measured by teacher records and evaluation of time value. If a student is not meeting this minimum expectation we will develop a plan with the family for more intensive communication and support to document attendance issues and re-engagement strategies. If there is a COVID related illness in the family, it will be documented.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All of our teachers have had experience with Zoom prior to COVID, but we have provided targeted training as needed to ensure staff and students have a virtual experience that is engaging and as free from technical issues as possible. Breakout rooms are used by most to facilitate small group instruction and allow students to take the lead in learning. We have provided targeted training as needed. Teachers are encouraged to attend each other's classes and watch recordings to learn best practices. At a staff meeting we attended a webinar called "Distance Learning Is Not." The SDCOE resources for digital learning have been shared with staff. Our Technology and Training Department offers a weekly "drop in" Zoom meeting for all staff to address technical issues and support as well as to identify solutions to problems. e.g. Based on parent and staff feedback to limit student access to certain websites our TnTD team will purchase a filtering system to install on our Chromebooks to ensure greater safety for our students. Our help ticket program offers staff and parents additional technical support. Teachers and parents have been provided training materials, including videos, for virtual testing this fall. A folder has been created in our Knowledge Base with resources for staff regarding best practices in virtual learning including things like accommodations for students, frequent breaks from Zoom to reduce eye strain, etc. Students should find their time on Zoom with teachers engaging, with opportunities for movement and breaks, and connected to activities away from the computer. Teachers will monitor student understanding with formative assessments such as exit tickets, quizzes or other informal assignments. We'll continue to measure the effectiveness of our virtual offerings with regular communication with parents via surveys.

Teachers with English Learners were given training in the use of our new online curriculum, Middlebury, for grades 4-12 so they can implement the curriculum and support their students using the curriculum. With teacher support students should find the program easy to navigate and know what their daily learning targets are. Teachers will check in weekly via Zoom with students ensure they understand what is expected of them in the program (e.g. how to submit work, how to know what the daily assignments are, etc.).

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

All of our academy teachers, special education teachers, and instructional aides will be spending more time on Zoom during the virtual learning time period. While all of them have had experience with Zoom, they're learning how to use it most effectively and maximally engage students while they're online. All teachers (academy and educational facilitators) who have English Learners will be responsible for monitoring and assessing their students' progress in Middlebury (grades 4-12) or Cengage (TK-3) for designated English Language

Development (ELD). They will also be meeting with their English Learners weekly to address the speaking and listening ELD standards. All academy staff will also now share responsibility for sanitizing classrooms and office spaces when students are not present.

All academy staff will also now be responsible for sanitizing classrooms and office spaces when students are not present. Aides will make the weekly parent calls and compile printed packets as needed. Home study teachers have learned Zoom for monthly meetings. They are utilizing more digital devices for collecting work samples, sharing curriculum, and grading assignments. SPED staff are using Zoom for service hours as well as other forms of meeting as required for testing. IEPs are mostly on conference calls. The school director is responsible for more teaching and student support due to the block schedule and need for elective choices while teachers are conducting Zoom instruction.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

JCS-Pine Valley currently serves 181 students. Of these our students with unique needs include: 1.1% of our population as English Learners; 0% homeless; 0% foster youth; and 12.2% receiving special education services. 48.6% of our students are considered socio-economically disadvantaged.

JCS-Pine Valley purchased a new online ELD curriculum (Middlebury) for our English learners in grades 4-12. The program is self-paced and is monitored by the teacher of record to ensure students use it daily. Our English learners in grades TK-3 will continue to use Cengage, which will have a combination of online activities and a textbook. Assignments have been created and paced out for students, but it can be modified as needed. For students in all grades, weekly Zoom meetings will be held with a teacher in a small group (2-5 students) to address speaking and listening ELD standards, to give feedback and support to students, and to provide opportunities for students to connect with other students for social/emotional engagement. Technical issues are handled via email or phone.

This year we have also added BrainPOP ELL as supplemental practice for all grades which parents can easily provide at home with only minimal technical support to students. BrainPOP ELL has a placement assessment which determines where the student should start. Achieve3000 has an EL component. Savvas/Pearson online also has an EL component. Students can access vocabulary and passage reading in their native tongue on Savvas/Pearson and BrainPOP Espanol. This year we are also implementing an Individualized Learning Plan for each English Learner to identify their learning needs and goals.

ELL students who have difficulty engaging or who have attendance issues will receive additional support - i.e. more regular calls, texts or emails. Translation will be provided as needed to parents. Mental health check-ins will be built into our weekly Zoom meetings and counseling will be provided as needed.

Our students who receive special education services will continue to have services provided by their service providers and instructional aides virtually until our school has implemented its reopening plan. Wherever possible, students will receive services in small groups (2-5) to allow

for peer interaction and social engagement. Instructional aides and special education teachers may also "push in" to Zoom classes to support students. As deemed necessary by the IEP team students will have in person services, following health and safety guidelines, even when we are virtual. IEP meetings and triennial assessments will continue to be held in accordance with all mandated timelines. IEP meetings will be held via Zoom. Assessments will be done in person following health and safety guidelines.

Students with IEPs who have difficulty engaging or who have attendance issues will receive additional support - i.e. more regular calls, texts or emails. Mental health check-ins will be built into special education Zoom meetings and counseling will be provided as needed.

Our students who are socio-economically disadvantaged will have access to any resources that may be needed to ensure participation in our virtual program, such as internet services provided by the school, a school meal to ensure proper nutrition, and additional resources as needed.

Any foster/homeless students will be monitored via our Concern Report process, as needed, and we will provide additional tutoring support (via Zoom or in person) and other resources based on student need with the aide of our foster/homeless youth liaison. This year we are also implementing an Individualized Learning Plan for each foster/homeless child to identify their learning needs and goals.

A monthly survey will be sent out to assess family needs in terms of learning, access to internet and devices, food and shelter.

Our students in rural areas who have limited cell service will be given access to school facilities on a sign up basis to use the internet. T-Mobile hot spots are being purchased. If this is not feasible for families we will look into other options.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Provide internet or hot spots in home, as needed, for low income students.	1500.00	Yes
Staff training related to distance learning	250.00	No
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	No
Purchase Middlebury ELD curriculum	1443.00	No
Purchase headphones for student use at home.	200.00	No

Description	Total Funds	Contributing
Purchase additional security for Chromebooks (Securly)	3100.00	No
Middlebury training for teachers.	0.00	No
Use BrainPOP ELL for supplemental English Language Development support and primary language support.	850.00	Yes
Provide additional support for engagement and attendance (calls, texts, emails, Zoom, etc.) for English learners, foster/homeless students, low income students and students with IEPs. Pay is for an extra hour per week for our Spanish teacher.	550.00	Yes
Provide additional mental health check-ins for English learners, foster/homeless students, low income students and students with IEPs.	0.00	Yes
Monthly survey by phone to assess family needs in terms of learning, access to internet and devices, food and shelter.	0.00	Yes
Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.	500.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

ALL STUDENTS:

- Grades K-6 will take Dibels/Daze for early assessments and intervention
- Grades 2-12 will take the MAP in reading and math 2-3 x year to identify areas of need, set learning goals, and monitor progress.
- Grades K-2 will be screened with in-house assessments in reading and math 2-3 x year as a tool to identify and provide early intervention.
- Grades K-6 will take the ongoing math assessments 3 x year to identify areas of need, set learning goals, and monitor progress in math.
- Grades K-12 will be given formative assessments in all subject areas to measure engagement and progress in learning as well as the effectiveness of virtual learning strategies, either teacher-generated or through online programs (e.g. BrainPOP, Reading A-Z).
- Grades K-12 attendance and participation will be measured based on work completion, per independent study requirements - 80% minimum requirement.
- Grades K-12 student progress will also be measured based on teacher grades.

ENGLISH LEARNERS will also:

- Take the MAP Language assessment 2-3 x year with the reading and math MAP to identify areas of need, set learning goals, and monitor progress.
- Take the pre-assessment in Middlebury (4-12) or Cengage (1-3) to align their curriculum with their current English language skill level.
- Take formative assessments within Middlebury or Cengage to monitor progress and measure the effectiveness of the curriculum.

STUDENTS WITH IEPS will also:

- Be given informal assessments given to monitor current levels in relation to their IEP goals.
- Be given formative assessments to measure progress related to IEP goals.

STUDENTS IN Rtl PROCESS (Concern Report) will also:

- Be given informal assessments given to monitor current levels in relation to their Rtl goals.
- Be given formative assessments to measure progress related to Rtl goals.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

ALL STUDENTS:

Our teachers track all of their Dibels/Daze, MAP, ongoing assessments and local tools (e.g. K-1 assessments) in a tracking sheet to initially identify students' areas of learning loss. Teachers also use the MAP Growth Report to identify specific areas of instruction for learning loss and to promote growth, which they then connect to programs like IXL or Khan Academy to target specific standards in reading and math. Our Concern Report, Student Success Team (SST) and Response to Intervention (Rtl) process is used to identify (using all data listed above) students in need of additional teacher support in reading or math. Once a need is identified, a Concern Report is generated and a teacher begins Tier 1 interventions. If a student continues to struggle after a period of 6-12 weeks, an SST meeting will be held with parents and the team will identify areas of need for Rtl. Benchmark goals are set and informal assessments aligned with intervention curriculum are used to monitor progress. Regular meetings are set to discuss and adjust the plan for intervention. Intervention support will be provided multiple times per week in small groups, either in person or virtually. Intervention curriculum varies but may include (and is not limited to) the following, based on individual student need: Barton; Seeing Stars; Read Naturally; Rewards; Explode the Code; direct phonics instruction; Visualizing & Verbalizing; and Memory Joggers.

ENGLISH LEARNERS:

English Learners will have an individualized learning plan that identifies their current language level based on ELPAC, MAP and other informal assessments. The plan will outline areas to target based on the English Language Development standards. English Learners who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, a the Concern Report process for Response to Intervention will be implemented.

FOSTER/HOMELESS YOUTH:

Foster/Homeless Youth will have an individualized learning plan that identifies their current skills (needs and strengths) along with additional information relevant to their learning. Foster/Homeless Youth who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, the Concern Report process for Rtl will be implemented.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

ALL STUDENTS:

After each testing period (Fall, Winter and Spring) the following data will be reviewed by administration and teachers to determine the effectiveness of learning strategies:

- MAP ELA and Math data

- Ongoing math assessment data
- K-1 ELA and Math in house assessment data

ENGLISH LEARNERS:

- Middlebury & Cengage data

STUDENTS IN Rtl:

- Benchmark assessments aligned with Rtl curriculum

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Continue to implement MAP testing in Reading and Math for 2nd-12th grade, 2-3 x year.	1500.00	No
Continue to implement local screening tools in Reading and Math for K-2nd grade, 2-3 x year.	0.00	No
Purchase extra Chromebooks so that all students have a home Chromebook and all academy students have access to a personal Chromebook on campus,	6,269.50	Yes
Purchase Amazon Fire8's for TK-1 students	5,155.50	Yes
Purchase Achieve3000/Smarty Ants with MAP Integration	11,000	Yes
Purchase Math Shelf for grades TK-1 to help with success in Math	2,155.00	Yes
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	Yes
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	No

Description	Total Funds	Contributing
Provide tutoring in small group or individually, as needed. Cost already in another category.	0.00	Yes
IXL - Math with diagnosis and individualized math	\$500.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

All students will take the Holistic Student Assessment (HSA) virtually in early fall as a social/emotional measure and screener for mental health needs. Staff will be trained on how to read the report and use it for goal setting with families.

Our Concern Report process is, and always has been, used for students dealing with mental health or social/emotional challenges. With the extenuating circumstances of COVID-19 we will also be looking for students affected by social isolation. Teachers will now be able to identify a concern based on the results of the Holistic Student Assessment along with informal data and/or parent feedback. As needed counseling will be provided as the intervention, individually or in small group (based on goals and need for confidentiality), either in person or virtually.

We are continuing to provide resources to parents on our website to address mental health needs for both parents and students. We have created a folder for staff on best practices in virtual learning including resources for engaging students in virtual social activities (e.g. virtual field trips, virtual viewing parties, virtual games with teachers and peers).

Academy students participate in activities with teachers using Sanford Harmony curriculum. Mending Matters does weekly social emotional and mental health activities with students. We also use Achieve3000 SEL topics as assignments with choice.

Staff also have access to a hotline and counseling services free of charge through benefits.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Pupil engagement is a high priority at JCS-Pine Valley.

ACADEMY STUDENTS:

When students are absent from Zoom classes or fail to turn in assignments, teachers reach out to parents via email or phone. The school instructional aides make daily phone calls home to any student who is absent to ensure parents are aware and to gather any new information on the family's situation. Emails and ParentSquare posts are sent out weekly regarding class assignments, and a summary of learning. Parents can check Canvas to monitor students progress and grades. In addition, parents and students have access to recordings of the Zoom lessons. ParentSquare posts are translated into Spanish for families with Spanish as their primary language. Our Spanish teacher will contact families who speak Spanish; we are also considering a translating service.

HOME STUDY STUDENTS:

Home study families receive daily contact from EFs via email or ParentSquare with tips on planning a homeschool routine, ways to engage students, curriculum choices, etc. EFs meet with parents and students every 20 days to assess work completed. Curriculum choices are updated as needed to ensure student engagement with content.

For all programs, if a student has not completed 80% of work assigned or if a family misses a scheduled Learning Period meeting the student receives a Strike Report and steps are put in place to ensure the family receives additional support.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

While our school site is closed we will continue to provide breakfast meals to families weekly. Families can drive up and get breakfast items. When we are meeting in person, students eligible for free/reduced lunch as well as all other students will have a breakfast meal daily. We will also be creating a list of resources for families on our website (<https://www.jcs-inc.org/covid-resources/>) that lists community resources, including locations for free food offered by churches, farmer's markets, food banks, and the local school district.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Assess all students grades 4-12 with Holistic Student Assessment (HSA)	505.75	No
Mental Health and Social and Emotional Well-Being	Use HSA data to screen students for any mental health needs using our Concern Report process.	0.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	A list of community resources will be made available for families on our website (https://www.jcs-inc.org/covid-resources/).	0.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.37%	\$106,849

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of our foster/homeless youth, English learners and low-income students were considered first and we determined that the following actions were needed to meet their unique needs above and beyond what will be provided for all students. Since the number of students in these groups is small we know our families well and can easily personalize learning.

Low Income: Internet will be provided for students with economic needs. A School meal package will be provided weekly, available for pick up, while we are virtual. A daily meal will be provided once we are able to return in person. A list of additional community resources will be made available for families on our website (<https://www.jcs-inc.org/covid-resources/>). Additional resources that are needed will be provided. Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.

English Learners: All teachers (academy and EFs) who have English Learners will be responsible for monitoring and assessing their students' progress in Middlebury (grades 4-12) or Cengage (TK-3) for designated English Language Development (ELD). They will also be meeting with their English Learners weekly to address the speaking and listening ELD standards. Teachers were given training in the use of our new online curriculum, Middlebury, so they can implement the curriculum and support their students using the curriculum. With teacher support students should find the program easy to navigate and know what their daily learning targets are. Teachers will check in weekly via Zoom with students ensure they understand what is expected of them in the program (e.g. how to submit work, how to know what the daily assignments are, etc.).

English Learners will have an individualized learning plan that identifies their current language level based on ELPAC, MAP and other informal assessments. The plan will outline areas to target based on the English Language Development standards. English Learners who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, a the Concern Report process for Response to Intervention will be implemented.

Foster/Homeless Youth: Foster/Homeless Youth will have an individualized learning plan that identifies their current skills (needs and strengths) along with additional information relevant to their learning. Foster/Homeless Youth who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g.

participation, engagement, access to connectivity) and, as needed, the Concern Report process for RtI will be implemented. Additional resources that may be needed (e.g. transportation to and from school, school supplies) will be provided.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Services for foster/homeless youth, English learners and low-income students will be increased by 8.37%. Services will include additional calls/texts/emails for re-engagement while virtual, additional tutoring in person or via Zoom, individualized learning plan, meal program daily in person or weekly while virtual, additional mental health check-ins in person or virtual, counseling in person or virtual. English learners will be given translation services as needed, foster/homeless youth will be provided transportation to school if needed (i.e. public transportation pass). Low income students will be provided internet at home, and copies of materials will be made available if they limited/no access to a printer. Community resources will be provided on our website for foster/homeless youth and low income families.